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**Course Description**

EDU 310 Technology in Education - The uses of media and computers in education. Special emphasis is given to the application of computers in instruction. Development of a technology portfolio required.

**Course Schedule**

May 4 – June 26, 2015 Summer 1 – 3 credit hours - An eight week online course requires daily/weekly interactions through Forum Discussion and instructor interaction..

**Required Resources**

Title:  Teaching & Learning with Technology (loose-leaf)

Edition:  5th

ISBN:  0-13-282490-6

Publisher:  Pearson Education

**Additional Requirements:**

**This course will meet online.**

1. Use NC Wesleyan email account for course-related communication.
2. Create a Gmail account for use with Google Docs assignments and Google Hangouts chats
3. Purchase headphones with microphone to use on a computer (Walmart $8 and up) A webcam is recommended.
4. Read Lever-Duffy, J., & McDonald, J. (2015). *Teaching and Learning with Technology* (5th ed., pp. Loose-leaf). Pearson. (Used [Citation Machine](http://www.citationmachine.net/apa/cite-a-book/create))
5. **Use MyNCWC.EDU** *My.NCWC.Edu*is your personalized campus website at North Carolina Wesleyan College. MyNCWC.edu is to be used for the purposes of accessing assignments, resources, and grades on completed work; and for responses to the weekly discussion topics, etc. If you need an account or require assistance, please contact the Helpdesk by phone (252-984-5000), email the [helpdesk@ncwc.edu](mailto:helpdesk@ncwc.edu).  **Note:** Course requirements, assignments, schedule, and weights of graded assignments are subject to change. Students will be notified of any changes if they occur.

**Post Weekly Forum Discussion responses to EDU 310 (OL1) Collaboration page.**

1. Maintain a journal of user id and passwords for the Web 2.0 Tools used in the Digital Technology Portfolio.

**New Division Policies that Apply to EDU 310:**

1. The Division of Education has a zero-tolerance policy on late work.
2. Attendance Policy: EDU 310 Teaching and Learning with Technology is a course designed around experiential and shared cooperative learning. Interaction with the instructor and peers is an essential element of the course. Even though this is an online course an absence is an absence is an absence. An absence occurs when a candidate **does not** interact with the instructor at least twice weekly, respond to a Forum Discussion weekly, and complete the assignments **on time** for any reason, including work, personal illness, participation in athletic contests, musical/ theatrical performances, field trips, and/or travel before or after college holidays, court dates, or any other reason, legitimate or otherwise. Attendance and Participation will be accounted for 10% of the final grade.

The focus of the is course is the promoting and empowering of learning through the use of technology that will reflect exemplary teaching, dynamic learning environments, and optimum opportunities for all learners.

From the NC Professional Teacher Standards, the content of this course includes:

In order to deliver content effectively, elementary teacher candidates must also have a broad understanding of 21st century literacy, content, teaching, and learning. The 21st century teacher candidate defines literacy as the ability to identify, understand, interpret, create, communicate and compute using a variety of auditory and visual formats and contexts. This includes, but is not limited to, print, visual images, online databases, internet, podcasting, etc. It is important for teacher candidates to understand that literacy involves a continuum of learning within each content area, which will enable individuals to achieve their goals through developing and expanding their knowledge and understanding. (UNESCO - United Nations Educational, Scientific and Cultural Organization)

The North Carolina Professional Teaching Standards (NCPTS) and International Society for Technology in Education Standards for All Teachers (ISTE Standards\*T) are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for the 21st century teaching and learning.

**Candidate Learning Objectives: Upon successful completion of this course, candidates will:**

* **Create a Digital Technology Portfolio**, a media-rich online portfolio showcasing their learning and achievements that they can share with peers, instructors, parents and employers; submit documents, projects and other assignments to instructors for feedback and assessment; and maintain portable samples of work products and accomplishments even after they graduate.

In this portfolio candidates will **create presentations** **and products** using technology-enhanced resources appropriate for their areas of licensure, create print and electronic media for classroom use, and master the implementation of Web 2.0 classroom tools for 21st Century teaching and learning. Collaboration, integration, and infusion will be key elements of the learning process. This portfolio will provide resources for the use of technology with all cognitive and learning styles regardless of the learning environment.

* **Design, construct, plan and produce products and presentations** that incorporate technology as instructional and management tools as specified by the *International Society for Technology in Education* Standards *for All Teachers (ISTE Standards\*T)*. These products will integrate the North Carolina Professional Teaching Standards (NCPTS), 21st Century skills, and Bloom’s Revised Taxonomy. All the products are to strive to implement higher order thinking skills in teaching and learning while also addressing NC Essential Standards – Information and Technology Skills for K-6 environments.

As a portfolio of technology-enhanced teaching and learning products is constructed, formative andsummative assessments and descriptive feedback to for the candidates will be included to determine the effectiveness of the teaching and learning.

* Analyze, critique, and **reflect** on teaching methods and assessment of leaning. Lesson preparation/presentations, teaching techniques, student learning, assessment, redesigning instruction, and professional and personal growth are factors to be considered. Subsequently, the candidate will learn how to plan for future teaching, redesigning, and re-teaching to ensure that learning happens.

**Evaluation**

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| --- | --- | --- |
| **Requirement** | **Point Value** | **% of Grade** |
| **Digital Technology Portfolio** | **100** | **80%** |
| **Group Collaboration** | **100** | **10%** |
| **Attendance via Forum posts** | **100** | **10%** |
|  | **Total Possible Points** | **100%** |

**Grade Determination**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | 93 to 100% | A- | 90 to 92% |  |  |
| B | 83 to 86% | B- | 80 to 82% | B+ | 87 to 89% |
| C | 73 to 76% | C- | 70 to 72% | C+ | 77 to 79% |
| D | 60 to 66 % F |  |  | D+ | 67 to 69% |
| F | 59% and below |  |  |  |  |
|  |  |  |  |  |  |

**Course Assignments**

The assignments are a collection of preparations and presentations/products to use with future students, to assist with classroom management and organization, and to facilitate learning.

**If candidates need additional or individual help, the instructor will be available via email, phone, or Google Hangouts (chat) Tuesdays and Thursdays from 8 pm – 10 pm or any other time by appointment.**

**Read** **textbook -** *Teaching and Learning with Technology* (Textbook).

**Weekly Forum Discussions – Class Project**

**(Chapters 1-12)**

Each week there will be a topic posted to the Discussion Forum on the EDU 310 (OL1) page on [**MyNCWC.EDU**](http://www.myncwc.edu) (under the Collaboration tab, then under the Forum tab). The initial response to the Discussion Forum must be posted by Thursdays 10:00 pm. Each candidate is to post his/her post to the discussion forum topic and then after seeing classmates’ responses he/she should respond to at least two posts. All postings should be well organized, checked for spelling/grammar, etc. and at least 50 words in length. Candidates are graded on participation and thoroughness of their responses. The posts will be indicators of weekly attendance.

**Setup Candidate Digital Technology Portfolio – wiki.**

**(Chapters 7 - 8)**

All assignments (except for the Forum Discussions) will be submitted to a wiki created in **wikispaces.com**. Each candidate will create his/her individual wiki that will be linked to the class wiki. There will be a link from the class wiki to **MyNCWC.EDU**

This individual wiki will be the candidate’s Digital Technology Portfolio. This portfolio is for the candidate for licensure to present evidence of his/her ability to apply technology skills in a teaching area. For pre-service education students completion of the Digital Technology Portfolio is required for admission to student teaching and for a recommendation for North Carolina Teaching licensure by the North Carolina Wesleyan College. An exhibit will be for each of the following areas of the portfolio:

* + - Providing access, safe and appropriate use of technology
    - Integrating technology into the curriculum
    - Using technology to enhance professional practice
    - Communicating with technology
    - Teaching philosophy in using technology

Following SETUP directions is crucial. The SETUP directions will be posted at **MyNCWC.EDU** and emailed to candidates.

**Technology Word Wall – Class Project**

**(Chapters 5 - 6)**

As with every profession there is a unique vocabulary that is associated with it. Technology has its own vocabulary as well. K-6 classrooms sometimes introduce vocabulary for the curriculum or for a concept by constructing a Word Wall. This assignment uses a spreadsheet workbook as an electronic Word Wall. Candidates will add 15 technology-related words and definitions to the Technology Word Wall. This project will be linked to the class wiki PROJECTS page. This is a class project that can be completed at any time throughout the semester.

**Journal Synopsis – Class Project**

**(Chapter 5 - 6)**

Candidates will each locate two relevant journal articles that address current issues facing instructional technology in today’s classrooms. Each candidate will post a 250-500 word synopsis of the article to a **MS Word table** on the class wiki PROJECTS page. The author’s name and the appropriate APA citation information will be required. This assignment can be completed at any time throughout the session.

**Book Blogs - Group Project**

**(Chapters 2, 8, and 10)**

All wiki members will be in the group. The group will determine the textbook chapter assignments. Candidates will determine their own assessment strategy and blog schedule for the required text, *Teaching and Learning with Technology.* The Web 2.0 tool **wordpress.com** will be used for these blogs. The blog will be linked to the class wiki PROJECTS page.

This assignment can be completed at any time throughout the term (May 4 – June 26).

**Web 2.0 Tools Reviews - Group Project**

**(Chapter 7 - 8)**

* Using **wikispaces.com** candidates will create a group wiki to review and evaluate 15 Web 2.0 classroom tools that have not been used in class. The group will determine the division of duties. Each tool should be presented in a 500 word description that includes 1) a screen shot, 2) possible uses in the classroom including grade level relevancy, evaluation of the ease and probability of use, and 3) possible uses with diverse learners. Web 2.0 evaluations should also include a sample work and/or a tutorial/video. This assignment can be completed at any time throughout the session.

The wiki will be linked to the class PROJECTS page.

Start here for a list of top Web 2.0 tools: <http://edudemic.com/2010/07/the-35-best-web-2-0-classroom-tools-chosen-by-you/>

* Using **timeline** Create a timeline demonstrating the evolution of Web 1.0 tools to 2.0 tools to 3.0 tools.

The timeline will be linked to the candidate’s Digital Technology Portfolio.

**Practicing Basic Digital Techniques**

**(Chapter 3)**

There are some basic techniques that candidates will need to know how to do to prepare the other assignments in the portfolio. The candidates will create examples for each of these elements – embed, link, snip, cut/paste, and pdf.

These examples will be linked to candidate’s Digital Technology Portfolio.

**Let Me Introduce Myself!**

**(Chapter 7)**

Candidates create a brochure to be used at interviews or to give to parents. A tri-fold **MS Word template** is used. Design elements and good presentation techniques will be discussed. The brochure will be saved as a template and then as a .pdf file.

The pdf will be linked to candidate’s Digital Technology Portfolio.

**21st Century Classroom**

**(Chapter 1)**

* Using **Slide Rocket, Slide Share or Prezi** candidates will “dream” a 21st Century Classroom – what it looks like, what hardware and peripherals it has in it, how it is connected within the schools and to the world.
* Using **toondoo.com** candidates create a carton/comic strip illustrating 20th century vs. 21st century classroom.
* After candidates have read the article “Digital Kids”, they will create a word cloud using **wordle.com** describing these 21st Century students.

These products will be linked to candidate’s Digital Technology Portfolio.

**Teaching and Technology Standards – Learning Expectations**

**(Chapter 1)**

Using **BrainShark.com** summarize the technology and teaching skills demonstrated by teachers and teacher candidates in North Carolina before they can be issued a license to teach. This product will be linked to the candidate’s Digital Technology Portfolio.

**Assessing with Technology – Formative and Summative**

**(Chapter 1)**

Candidates will record a podcast using **podomatic.com**. The podcast will record an explanation the role of formative and summative assessments in the planning process and the importance of descriptive feedback to the learner.

This product will be linked to candidate’s Digital Technology Portfolio.

**What Do You Think? How Do You Think?**

**(Chapter 2)**

In a **MS Word document** candidates will answer two (2) questions:

1. Which theoretical perspective of learning do you support and why?
2. What is your learning style?

The Word document will be saved as a doc and as a pdf.

Both files will be linked to candidate’s Digital Technology Portfolio.

**Bloom’s Digital Taxonomy**

**(Chapter 3)**

Using an existing PowerPoint presentation on Bloom’s Digital Taxonomy candidates will revise and narrate the slides using **brainshark.com**. One slide will credit the original creator of the presentation and state that this is an edited copy.

This product will be linked to the candidate’s Digital Technology Portfolio.

**Dynamic Instructional Design Model**

**(Chapter 3)**

* Candidates will choose an existing K-6 grade lesson plan that addresses a NC Essential Standards for Information and Technology Skills objective and analyze it using the Dynamic Instructional Design Model. Using the **DID Model template** analyze the lesson plan and make suggestions for redesigning the lesson.
* Using the **sample Lesson Plan template** analyze the existing lesson plan and make suggestions for redesigning the lesson.

These templates will be linked to the candidate’s Digital Technology Portfolio.

**Diverse Learners**

**(Chapter 4)**

* Using **MS Word** candidates will create a table/chart of diverse learner types. These students with special needs require modifications and accommodations in the classroom daily. Create a Modifications Chart listing accommodations teachers are to use with these students during any and all instruction. Devise a labeling system (legend) to protect the confidentiality of the students.
* Each person is unique. Each candidate brings talents and diverse characteristics to their learning and teaching. Using **Animoto.com** the candidate will create a video that reflects the unique and diverse talents, abilities, and characteristics that showcase their potential contributions to a positive learning environment and what will make a good teacher.

These products will be linked to the candidate’s Digital Technology Portfolio.

**Internet & World Wide Web – Implementation Issues**

**(Chapters 9 & 11 - 12)**

Using **cram.com,** candidates will create a flash card “dictionary” of issues and terms that are of concern in a 21st Century classroom. The back of the flashcard will “define” the issue or term.

This product will be added to Digital Technology Portfolio.

**This Class?**

**(Chapter 10)**

In the Discussion area of the EDU310 Technology in Education wiki’s HOME page, candidates will post reflections concerning this online class. Reflections should include discussion of preparations, execution of tasks, accomplishments, challenges, and suggestions for improvement.

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| Class Session | Assignment | Assignments Due |
| Week 1 | 1. Post to Week 1 Forum 2. Review Syllabus 3. Setup Candidate Digital Portfolio 4. Preview Chapters 1-12 | * Forums due weekly by Thursdays * Candidate Digital Portfolio setup by **May 10** |
| Week 1 & 2 | 1. Post to Week 2 Forum 2. Review details for Book Blogs, Technology Word Wall, Journal Synopsis, Web 2.0 Tools Review 3. Do Practice Basic Digital Techniques 4. Do Let Me Introduce Myself! 5. Read Chapters 1 -2 | * Forums due weekly by Thursdays * Practice Basic and Let Me Introduce Myself! due   **May 17** |
| Week 3 & 4 | 1. Post to Week 3 Forum 2. Do 21st Century Classroom 3. Do Teaching and Technology Standards 4. Do Assessing with Technology 5. Read Chapter 3 | * Forums due weekly by Thursdays * 3 products due **May 31** |
| Week 4 | 1. Post to Week 4 Forum 2. Read Chapters 4 – 6 3. Do What Do You Think?... | * Forums due weekly by Thursdays * What Do You Think?... due **June 7** |
| Week 5 & 6 | 1. Post to Week 5 Forum 2. Do Blooms’ Digital Taxonomy 3. Do Dynamic Instructional Model 4. Do Diverse Learners | * Forums due weekly by Thursdays * 3 products due **June 14** |
| Week 6 | 1. Post to Week 6 Forum 2. Read Chapters 7 – 8 | * Forums due weekly by Thursdays |
| Week 7 | 1. Post to Week 7 Forum 2. Read Chapters 9, 11, & 12 3. Do Internet and WWW – Implementation Issues | * Forums due weekly by Thursdays * Internet and WWW due by **June 21** |
| Week 8 | 1. Post to Week 8 Forum 2. Read Chapter 10 3. Do “This Class” | * Forums due weekly by Thursdays * This Class due **June 26** |

**Expectations:**

**Participation and Attendance:** Students are expected to be prepared for class. Class time is to be used to clarify, analyze, and synthesize material presented in the class as well as from the text and other outside resources. At times students may work in groups, prepare written and oral presentations, view DVD segments, and complete outside assignments. In accordance with NCWC’s attendance policy regular, punctual submissions are required:  Students with more than 3 hours of absence may be administratively withdrawn from the course.

**Late Assignments:** Graded Assignments will be assessed 10% of the possible grade if late. Assignments are not accepted after 48 hours past the date due.

**Plagiarism and Cheating Policy:** "Students are expected to perform honestly and to work in every way possible to eliminate cheating by any member of a class. Cheating means the giving or receiving of information illicitly with intent to deceive the instructor in his or her effort to grade fairly any academic work. Plagiarism is 'to take and use as one's own the thoughts, writings, or inventions of another (Oxford English Dictionary). It is plagiarism when one uses direct quotations without proper credit and appropriate quotation marks, and when one uses ideas of another without proper credit."-NC Wesleyan College General College Catalog.

**Accommodation for Students with Disabilities**

North Carolina Wesleyan College seeks to fully comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities who believe that they may need accommodations in this class are encouraged to speak privately with the Instructor and contact Counseling and Disability Service at 252-985-5369 or 252-985-5178 as soon as possible to coordinate and implement accommodations in a timely fashion. Counseling and Disability Services is located in the Hardee’s Building on the Rocky Mount Campus. Students requesting accommodations must contact the Counseling & Disability Services Office who will determine the appropriate accommodations.

All course work will incorporate the following:

**TEACHING, LEARNING, AND TECHNOLOGY STANDARDS:**

This course will integrate the components of the following teaching, learning, and technology standards for students, teachers and administrators while incorporating state information and technology skills for K-6 students, categories of cognition (thinking), and 21st Century skills.

**ISTE - International Society for Technology in Education for All Teachers – Standards\*T (2014)**

**There are also ISTE Standards\*S for Students (2007) and ITSE Standards\*A for Administrators (2009).**

Standard I: Teachers Facilitate and Inspire Student Learning and Creativity

* Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

1. promote, support, and model creative and innovative thinking and inventiveness.
2. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
3. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
4. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

Standard II: Teachers Design and Develop Digital-age Learning Experiences and Assessments

* Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

1. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
2. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
3. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
4. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

Standard III: Teachers Model Digital-age Work and Learning

* Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

1. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
2. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
3. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
4. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

Standard IV: Promote and Model Digital Citizenship and Responsibility

* Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

1. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources,
2. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources,
3. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
4. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

Standard V: Engage in Professional Growth and Leadership

* Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

1. participate in local and global learning communities to explore creative applications of technology to improve student learning
2. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
3. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
4. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

**North Carolina Professional Teaching Standards (NCPTS)**

*Last Updated: April 21, 2014*

**NCPTS.I** - **Teachers demonstrate leadership.**

* **I.a** - Teachers lead in their classrooms.
* **I.b** - Teachers demonstrate leadership in the school.
* **I.c** - Teachers lead the teaching profession.
* **I.d** - Teachers advocate for schools and students.
* **I.e** - Teachers demonstrate high ethical standards.

**NCPTS.II** – **Teachers establish a respectful environment for a diverse population of students.**

* **II.a** - Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
* **II.b** - Teachers embrace diversity in the school community and in the world.
* **II.c** - Teachers treat students as individuals.
* **II.d** - Teachers adapt their teaching for the benefit of students with special needs.
* **II.e** - Teachers work collaboratively with the families and significant adults in the lives of their students.

**NCPTS.III** -. **Teachers know the content they teach.**

* **III.a** - Teachers align their instruction with the North Carolina Standard Course of
* Study.
* **III.b** - Teachers know the content appropriate to their teaching specialty.
* **III.c** - Teachers recognize the interconnectedness of content areas/disciplines.
* **III.d** - Teachers make instruction relevant to students.

**NCPTS.IV** - **Teachers facilitate learning for their students.**

* **IV.a** - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
* **IV.b** - Teachers plan instruction appropriate for their students.
* **IV.c** - Teachers use a variety of instructional methods.
* **IV.d** - Teachers integrate and utilize technology in their instruction.
* **IV.e** - Teachers help students develop critical-thinking and problem-solving skills.
* **IV.f** - Teachers help students work in teams and develop leadership qualities.
* **IV.g** - Teachers communicate effectively.
* **IV.h** - Teachers use a variety of methods to assess what each student has learned.

**NCPTS.V** – **Teachers reflect on their practice.**

* **V.a** - Teachers analyze student learning.
* **V.b** - Teachers link professional growth to their professional goals.
* **V.c** - Teachers function effectively in a complex, dynamic environment.

**NCPTS.VI** - **Teachers contribute to the academic success of students.**

**North Carolina Essential Standards - Information and Technology Skills**

* Sources of Information (SI)
* Informational Text (IN)
* Technology as a Tool (TT)
* Research Process (RP)
* Safety and Ethical Issues (SE)

**Bloom’s Revised (Digital) Taxonomy Learning Model**

* **6) Creating**: Generating new ideas, products, or ways of viewing things. Keywords: *Designing, constructing, planning, producing, inventing.* Digital: *programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting*
* **5) Evaluating**: Justifying a decision or course of action. Keywords: *Checking, hypothesizing, critiquing, experimenting, judging*. Digital*: blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing*
* **4) Analyzing**: Breaking information into parts to explore understandings and relationships. Keywords: *Comparing, organizing, deconstructing, interrogating, finding*. Digital: *mashing, linking, validating, reverse engineering, cracking, media clipping*
* **3) Applying**: Using information in another familiar situation. Keywords: *Implementing, carrying out, using, executing*. Digital: *running, loading, playing, operating, hacking, uploading, sharing, editing*
* **2) Understanding**: Explaining ideas or concepts. Keywords: *Interpreting, summarizing, paraphrasing, classifying, explaining.* Digital: *advanced searches, Boolean searches, blog journaling, twittering, categorizing, tagging, commenting, annotating, subscribing*
* **1) Remembering**: Recalling information. Keywords: *Recognizing, listing, describing, retrieving, naming, finding*. Digital: *bullet pointing, highlighting, bookmarking, social networking, favoriting/local bookmarking, searching, googling*

**21st Century Teaching and Learning Education Skills**

* Global Awareness
* Civic Literacy
* Financial Literacy
* Health Awareness
* **Learning and Innovation Skills**

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:

* **Creativity and Innovation**
* **Critical Thinking and Problem Solving**
* **Communication and Collaboration**
* **Information, Media and Technology Skills**

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

* **Information Literacy**
* **Media Literacy**
* **ICT (Information, Communications and Technology) Literacy**
* **Life and Career Skills**

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

* **Flexibility and Adaptability**
* **Initiative and Self-Direction**
* **Social and Cross-Cultural Skills**
* **Productivity and Accountability**
* **Leadership and Responsibility**